

The Influence Of School Principals' Transformational Leadership And Teachers' Self-Efficacy On Teacher Performance At SMP Negeri 1 Tomohon

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Abstract.

This study aims to analyze the influence of transformational leadership of school principals and teacher self-efficacy on teacher performance at SMP Negeri 1 Tomohon. Employing a quantitative approach, data were collected through a survey involving 68 teachers using valid questionnaires. The analysis was conducted using SPSS, encompassing normality, linearity, and regression tests. The results indicate a significant influence between transformational leadership and teacher performance, with a correlation coefficient of 0.672. Teacher self-efficacy also made a positive contribution, evidenced by a significance value of 0.001 and a t-statistic of 6.107. Simultaneously, both variables explained 52.9% of the variance in teacher performance ($R^2 = 0.529$). These findings suggest that enhancing transformational leadership and teacher self-efficacy can improve the quality of education at SMP Negeri 1 Tomohon, serving as a reference for educational policymakers in formulating effective strategies.

Keywords: Transformational leadership; self-efficacy; teacher performance and SMP Negeri 1 Tomohon.

I. INTRODUCTION

The quality of education is the fundamental foundation for a nation's progress, and at the forefront of efforts to improve this quality stand the teachers (Septianingsih, 2016). The success of teachers in carrying out their roles in educating, teaching, guiding, and assessing students effectively is directly correlated with student achievement and the overall quality of learners. Therefore, efforts to improve the quality of education cannot be separated from attention to teacher performance. Teacher performance is one of the key determinants of educational quality in schools. In the context of education in Indonesia, particularly at SMP Negeri 1 Tomohon, enhancing teacher performance has become a crucial focus in the effort to improve educational quality and student academic achievement. School leadership and teacher self-efficacy are believed to have a significant impact on teacher performance. Preliminary observations at SMP Negeri 1 Tomohon sparked the author's interest in the dynamics between leadership styles at the school level and teacher motivation and performance. Specifically, this study is interested in the concept of transformational leadership, which emphasizes inspiration and the development of individual potential, as well as how teachers' belief in their own abilities (self-efficacy) can drive optimal performance. This interest is increasingly relevant considering the focus on human resource development in Tomohon. A deep understanding of the impact of the school principal's transformational leadership and teacher self-efficacy on teacher performance at SMP Negeri 1 Tomohon is expected to provide practical contributions for principals and stakeholders in designing more effective leadership strategies and teacher development programs.

Theoretically, this study aims to enrich the body of knowledge in educational management, particularly regarding the influence of psychological factors and leadership styles on teacher performance at the junior high school level. Transformational leadership, with its four dimensions (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) (Setiawan & Muhith, 2013), is believed to foster a conducive work climate and motivate teachers to reach their full potential (Rawis et al., 2024). On the other hand, self-efficacy—teachers' belief in their ability to manage motivation, cognition, and behavior to accomplish tasks (Luthans, 2018)—also plays a crucial role in effectively enhancing teacher discipline and performance (Bandura, 1997). The study of the influence of transformational leadership and teacher self-efficacy on teacher performance at SMP Negeri 1 Tomohon is highly relevant in supporting the improvement of education quality at the school. Understanding the factors

that influence teacher performance will provide valuable insights for the development of more effective school management strategies. Therefore, this study aims to examine the influence of school leadership and self-efficacy on teacher performance at SMP Negeri 1 Tomohon.

II. LITERATURE REVIEW

1. The Concept of Teacher Performance

a. Definition of Performance

Performance is the manifestation of ability in the form of actual results in accordance with duties and responsibilities within a certain time frame (Madjid, 2016). Aspects of performance include work outcomes, overall productivity, goal achievement, success rate, and the quality and quantity of results (Mukhtar & Md, 2020). Teacher performance is also related to punctuality and positive interaction with students (Kelvin, 2016), and is influenced by competence, effort, and external conditions (Rorimpandey, 2020).

b. Definition of Teacher Performance

Teacher performance refers to the ability to achieve learning objectives, encompassing planning, implementation, management, and evaluation (Asterina & Sukoco, 2019). Professional teachers are capable of designing, implementing, and evaluating curricula (Gunawan et al., 2018), and contribute significantly to student learning outcomes (Devitha et al., 2021). In essence, teacher performance is the output aligned with authority and responsibility to fulfill the school's vision and mission ethically, reflected through dedication, knowledge, skills, values, and attitudes.

c. Dimensions of Teacher Performance

Teacher performance is assessed through learning planning, implementation, and evaluation (Ministerial Regulation of PAN and RB No. 16 of 2009; Hartanto & Purwanto, 2019), along with their roles as educators, instructors, and coaches (Rorimpandey, 2020). The Ministry of Education and Culture (2012) outlines the dimensions as follows:

1. Lesson Planning: Formulating objectives, materials, activity plans, and selecting relevant sources/media.
2. Teaching Implementation: Starting and ending lessons effectively, mastering content, applying efficient methods, using media, encouraging student engagement, and using appropriate language.
3. Assessment of Learning: Creating evaluation tools, implementing strategies to monitor learning progress, and utilizing results for feedback and follow-up planning.

2. The Concept of Transformational Leadership of School Principals

a. Definition of Principal Leadership

An effective school leader is capable of inspiring, motivating, and influencing others to achieve shared goals, equipped with interpersonal skills, communication, decision-making abilities, and critical thinking (Monigir et al., 2024; Sumual et al., 2024). Leadership principles include building rapport, understanding teacher learning processes, supporting problem resolution, offering recognition, and ensuring teachers feel supported (Wuri & Kardiawarman, 2020).

b. Transformational Leadership of Principals

Transformational leadership motivates followers to exceed transactional performance (Robbins & Judge, 2013), fostering feelings of appreciation, pride, loyalty, and motivation that go beyond expectations (Jahari & Rusdiana, 2020). Its effectiveness lies in raising followers' awareness of values and work outcomes, prioritizing organizational interests (Setiawan & Muhith, 2013), and is marked by charisma, inspiration, individual attention, and intellectual stimulation.

c. Dimensions of Transformational Leadership:

These include Idealized Influence, Individualized Consideration, Inspirational Motivation, and Intellectual Stimulation (Yukl, 2015; Jahari & Rusdiana, 2020), also known as the "4I":

1. Idealized Influence (Charisma): Providing a vision and mission, fostering pride, and earning respect and trust.
2. Inspirational Motivation: Motivating through hope and challenges, using symbols, and clearly conveying important goals.

3. Intellectual Stimulation: Promoting intelligence, rational problem analysis, and thoughtful problem-solving.
4. Individualized Consideration: Offering personal attention, training, guidance, and constructive feedback.

d. **The Influence of Transformational Leadership on Teacher Performance**

Transformational leadership encourages teachers to pursue higher goals (Leithwood & Jantzi, 2005). Idealized influence serves as a moral and ethical role model (Leithwood & Jantzi, 2005). Inspirational motivation fosters high expectations (Bass & Riggio, 2006). Intellectual stimulation drives innovation (Hallinger, 2003). Individualized consideration provides personal support (Hallinger, 2003). Overall, transformational leadership positively affects teacher performance through motivation, inspiration, intellectual engagement, and support.

3. The Concept of Self-Efficacy

a. **Definition of Self-Efficacy**

Self-efficacy refers to an individual's belief in their ability to complete tasks (Bandura, 1986), influencing task outcomes. Originating from Social Cognitive Theory (Bandura, 1997), it is a self-perception of one's capacity to function in specific situations (Alwisol in Cahyadi, 2022), the belief in performing expected actions, and a fragmented assessment of one's capabilities (Bandura, 1997), which is distinct from aspiration.

b. **According to Bandura (1997), self-efficacy is influenced by four main sources:**

Enactive attainment and performance accomplishment (personal success experiences), vicarious experience (observing others' success), verbal persuasion (encouragement from others), and physiological and emotional arousal (physical and emotional states). Bandura (1986) also outlines three key aspects of self-efficacy: magnitude, which refers to the perceived level of task difficulty; strength, which indicates the firmness of one's belief in their abilities; and generality, which reflects how broadly this belief applies across different situations. Furthermore, four psychological processes influence self-efficacy: cognitive processes that involve thinking and interpretation; motivational processes that direct effort and persistence; affective processes that help regulate emotions; and selection processes that guide the choice of activities and environments (Bandura, 1997). Factors such as gender, age, educational level, and prior experience also significantly affect an individual's self-efficacy.

c. **The Influence of Self-Efficacy on Teacher Performance**

Self-efficacy is a teacher's belief in their ability to teach effectively and manage classrooms (Tschannen-Moran & Woolfolk Hoy, 2001), influenced by mastery experiences, vicarious experiences, verbal persuasion, and physiological-emotional states (Pajares, 1996). High self-efficacy boosts motivation, commitment (Tschannen-Moran & Woolfolk Hoy, 2001), classroom management (Skaalvik & Skaalvik, 2010), teaching performance, student learning outcomes (Wolters & Daugherty, 2007), stress management ability (Klassen & Chiu, 2010), and job satisfaction (Caprara et al., 2003). Enhancing teacher self-efficacy through effective training and support can significantly improve performance (Schwarzer & Hallum, 2008).

III. METHODS

This study employs a quantitative approach with a correlational research design to analyze the influence of principals' transformational leadership and teachers' self-efficacy on teacher performance at SMP Negeri 1 Tomohon. The research was conducted at SMP Negeri 1 Tomohon from September to December 2024. The population consisted of all teachers at the school, totaling 68 individuals. Given the relatively small population size, the sampling technique used was non-probability sampling with a total sampling (census) method, thereby including all members of the population (n=68) as the research sample. Data were collected through questionnaires using a Likert scale to measure the variables of principals' transformational leadership (based on four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration), teachers' self-efficacy (including confidence in handling job demands, achieving goals, performing tasks as required, and solving problems), and teacher performance (including lesson planning, implementation, classroom management, and learning assessment).

The collected data were analyzed using descriptive and inferential statistics with the assistance of the Statistical Package for the Social Sciences (SPSS). Data analysis included validity testing using Pearson product-moment correlation, reliability testing using Cronbach's Alpha method, normality testing using the Kolmogorov-Smirnov test, multicollinearity testing using Tolerance and Variance Inflation Factor (VIF) values, multiple linear regression analysis to examine both simultaneous and partial effects, partial hypothesis testing (T-test), simultaneous hypothesis testing (F-test), and the coefficient of determination (R^2) analysis to measure the proportion of variance in teacher performance explained by transformational leadership and teacher self-efficacy. The significance level used in hypothesis testing was $\alpha = 0.05$.

IV. RESULTS AND DISCUSSION

1. School Profile and Data

SMP Negeri 1 Tomohon is a public junior high school located in Tomohon Tengah District, Tomohon City, North Sulawesi. It was established in 1961. At the time of the study, the school had a total of 898 students and was led by Principal Lilly Anita Helmy Mangoendap.

2. Data Analysis

a. Normality Test

The Kolmogorov-Smirnov test showed a significance value of 0.067 (> 0.05) for the residuals, indicating that the data are normally distributed (Table 1 and Figure 1)

Table 1. Normality Test

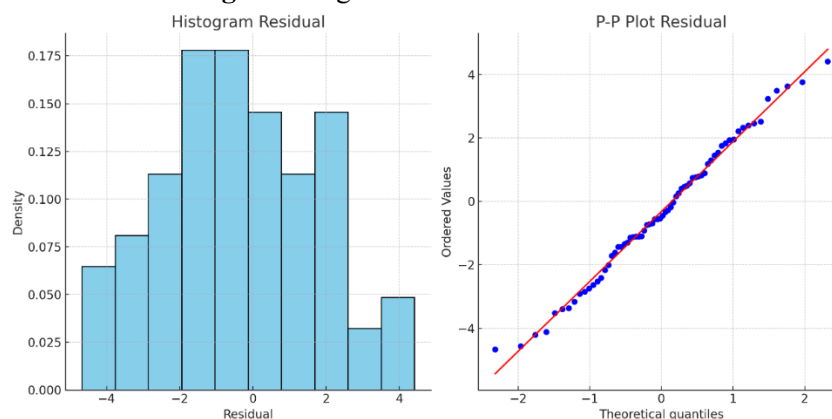
One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		68
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,38421400
Most Extreme Differences	Absolute	,207
	Positive	,207
	Negative	-,135
Test Statistic		,207
Asymp. Sig. (2-tailed)		,067 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Fig 1. Histogram dan P-P Plot Residual



b. Multicollinearity Test

The results of the multicollinearity test showed that the Tolerance values for Transformational Leadership (0.603) and Self-Efficacy (0.563) were above 0.10, and the VIF values (1.917 and 5.937) were below 10.00. This indicates that there is no multicollinearity among the independent variables (Table 2).

Table 2. Multicollinearity Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	8,454	1,703		4,966	,000		
Transformational Leadership of the School Principal	,408	,088	,426	4,614	,000	,603	1,917
Self-efficacy	,772	,126	,564	6,107	,000	,563	5,937

a. Dependent Variable: Teacher performance

c. **Multiple Linear Regression Analysis**

The regression equation obtained is $Y = 8.454 + 0.408X_1 + 0.772X_2$ (Table 3). The constant value of 8.454 indicates the predicted level of teacher performance when both transformational leadership and self-efficacy are zero. The positive regression coefficients indicate that increases in transformational leadership (X_1) and self-efficacy (X_2) will lead to an improvement in teacher performance (Y).

Table 3. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	8,454	1,703		4,966	,000
Transformational Leadership of the School Principal	,408	,088	,426	4,614	,000
Self-efficacy	,772	,126	,564	6,107	,000

a. Dependent Variable: Teacher performance

d. **Hypothesis Testing**

1) **F-Test (Simultaneous Test)**

The calculated F-value (900.437) is greater than the F-table value (3.13), with a significance level of 0.000 (< 0.05), indicating that Transformational Leadership of the School Principal and Self-Efficacy have a simultaneous and significant effect on Teacher Performance (Table 4).

Table 4. F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	10552,008	2	5276,004	900,437	,000 ^b
Residual	380,860	65	5,859		
Total	10932,868	67			

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), Self-efficacy, Transformational Leadership of the School Principal

2) **T-Test (Partial)**

a) Transformational Leadership of the School: the calculated t-value (4.614) is greater than the critical t-value (1.997) with a significance level of 0.000 (< 0.05), indicating a positive and significant effect on Teacher Performance (Table 5).

b) Self-Efficacy: the calculated t-value (6.107) is greater than the critical t-value (1.997) with a significance level of 0.000 (< 0.05), indicating a positive and significant effect on Teacher Performance.

Table 5. T-Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8,454	1,703		4,966	,000
Transformational Leadership of the School	,408	,088	,426	4,614	,000
Self Efficacy	,772	,126	,564	6,107	,000

a. Dependent Variable: Teacher performance

e. Coefficient of Determination

The Adjusted R Square value of 0.879 (Table 5) indicates that 87.9% of the variance in teacher performance can be simultaneously explained by transformational leadership of the principal and self-efficacy.

Table 5. Results of Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,991 ^a	,983	,879	1,708

a. Predictors: (Constant), Self-efficacy, Transformational leadership of the school principal

3. The Influence of Transformational Leadership of the School Principal on Teacher Performance

Based on the statistical t-test results presented in Table 5, it is found that the Transformational Leadership variable (X1) has a significance value of 0.000 and a t-count of 4.614. Since the significance value of $0.000 < 0.05$ and t-count ($4.614 > t\text{-table}$ (1.997)), it can be concluded that H0 is rejected and H1 is accepted. This indicates a significant influence of the principal's transformational leadership (X1) on teacher performance (Y). This finding aligns with the Transformational Leadership Theory (Burns, 1978; Bass, 1985), which states that transformational leaders inspire and motivate followers to go beyond personal interests for organizational goals. Principals who exhibit this leadership style—characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994)—can create a positive work climate and enhance teacher performance (Leithwood & Jantzi, 2005; Yukl, 2010). Transformational leadership is a style that encourages followers to reach their highest potential by inspiring and motivating them. In the context of SMP Negeri 1 Tomohon, strong and inspirational leadership from the principal is expected to boost teachers' work enthusiasm and productivity. For instance, principals who clearly communicate vision and mission and support teachers create a positive work environment. When teachers feel valued and motivated, they tend to improve their performance in the teaching process.

The positive impact of transformational leadership is evident in improved teacher performance in terms of student academic achievement and active participation in extracurricular activities. For example, teachers encouraged by principals to innovate in teaching are likely to develop more engaging and effective learning methods, which in turn enhance student involvement. Therefore, it is important for the school to continue developing transformational leadership to better motivate teachers in carrying out their duties. Without transformational leadership, teacher performance is unlikely to reach its full potential. Hence, improving leadership should be accompanied by training and development programs to help teachers grow and maintain high performance. This research supports previous studies such as the one by Muhamad Taufik B. K (2019) entitled "The Influence of Transformational Leadership of the School Principal on Teacher Performance." That study examined the relationship between transformational leadership and teacher performance at SDN 1 Nagri Kidul using a quantitative correlational approach. The results showed a positive and significant effect with a moderate correlation (0.498) and a coefficient of determination of 24.8%. Recommendations included enhancing transformational leadership skills through inspirational communication, teacher training, and democratic policy implementation. These findings affirm that reinforcing or even improving transformational leadership at SMP Negeri 1 Tomohon is an appropriate strategy to ensure optimal teacher performance and achieve better educational outcomes.

4. The Influence of Self-Efficacy on Teacher Performance

The statistical analysis results from the t-test shown in Table 5 indicate that the variable Self-Efficacy (X2) has a significance value of 0.001 and a t-value of 6.107. Since the significance value is less than 0.05 and the t-value (6.107) is greater than the critical t-value (1.997), we reject H0 and accept H1. This indicates that teachers' self-efficacy (X2) has a significant effect on teacher performance (Y). These findings show that teacher self-efficacy is the most significant variable influencing teacher performance compared to the transformational leadership of the school principal. Even when self-efficacy is analyzed together with

transformational leadership, self-efficacy still has a stronger and more dominant influence on teacher performance. This means that the contribution of self-efficacy in explaining the variation in teacher performance is much greater than that of transformational leadership individually or collectively. One main reason why self-efficacy has a greater influence is because it is an internal factor that directly affects teachers' work behavior, attitudes, and motivation in carrying out daily tasks. Self-efficacy touches on personal psychological and cognitive aspects such as belief in one's abilities, perseverance in facing challenges, and diligence in completing tasks.

These factors have a direct effect on the quality of lesson planning, teaching implementation, classroom management, and evaluation of student learning outcomes. Meanwhile, transformational leadership of the principal, although important, is an external factor whose influence is more indirect. Principals can inspire, provide direction, or create a conducive work climate, but it still requires an internal response from teachers to transform that influence into real actions. If teachers do not have high self-efficacy, the positive influence from the principal will not be fully internalized and reflected in their performance. Additionally, self-efficacy plays a role in shaping teachers' perceptions and interpretations of challenges in the school environment. Teachers with high self-efficacy are more easily motivated even in less optimal leadership situations because they have a strong internal locus of control. They believe that their work results are more determined by their own efforts and competencies rather than external conditions alone. These findings align with Albert Bandura's Social Cognitive Theory (1986, 1997), which emphasizes that self-efficacy, defined as an individual's belief in their ability to manage and execute actions necessary to achieve certain goals, is a crucial determinant of behavior and performance (Bandura, 1986, 1997). In the context of teachers, high self-efficacy encourages them to have greater expectations of success, set more challenging goals, and show greater persistence in facing difficulties (Bandura, 1997). Teachers with strong self-efficacy tend to be more proactive in seeking innovative teaching methods, more effective in managing classrooms, and better able to motivate students (Tschannen-Moran & Woolfolk Hoy, 2001). They view challenges as opportunities to learn and grow rather than threats that could undermine their confidence.

Expectancy Theory (Vroom, 1964) is also relevant in explaining this relationship. The theory states that an individual's motivation is influenced by their belief about the outcomes of their actions and the value they place on those outcomes. Teachers with high self-efficacy tend to have stronger beliefs that their efforts will lead to good performance and positive student learning outcomes. This belief drives them to increase their internal motivation, work harder, and be more efficient. In education, self-efficacy refers to teachers' belief in their capacity to achieve predetermined teaching goals. This confidence is essential in the learning context because teachers with high self-efficacy tend to be more optimistic and dedicated in managing the educational process. They are more likely to take proactive steps in designing and implementing creative learning activities. Teachers confident in their abilities are more adaptable to dynamic teaching methods, respond to students' individual needs, and strive to create a positive classroom atmosphere. When teachers feel they can effectively influence student learning outcomes, they become more enthusiastic in performing their duties, which contributes to improving teaching quality. For example, research shows that teachers with high self-efficacy can overcome teaching obstacles such as limited resources or differences in student abilities. They are able to find creative solutions and are willing to implement them, making the teaching and learning process more effective. Success in overcoming these challenges further strengthens teachers' confidence and improves their classroom performance. To enhance teacher self-efficacy, it is important for schools to provide relevant training and create a supportive work environment. For instance, opportunities for teachers to share experiences and best practices can strengthen confidence and improve mutual learning processes.

Thus, improving teacher self-efficacy at SMP Negeri 1 Tomohon will positively impact their performance. This study aligns with previous research demonstrating the importance of self-efficacy in supporting teacher performance. Overall, high teacher self-efficacy correlates with better performance and higher job satisfaction. Enhancing self-efficacy through training and support can improve overall teacher performance (Schwarzer & Hallum, 2008). Therefore, increasing self-efficacy should be a primary focus in professional development programs in schools to ensure every teacher can reach their full potential in

educating students. Furthermore, the study conducted by Achmad Sjamsuri and Nani Muliyani (2019), titled "The Influence of Self-Efficacy on Teacher Performance at SMA PGRI 3 Jakarta," also supports these findings. This study aimed to explore the effect of self-efficacy on teacher performance using survey methods, path analysis, and simple random sampling. The results revealed that self-efficacy has a significant positive effect on teacher performance. This research confirms that self-efficacy is an important factor influencing the effectiveness of teacher performance at SMA PGRI 3 Jakarta. The findings provide important contributions to understanding the relationship between self-efficacy and teacher performance, and serve as a basis for improving teacher performance through competency development and motivation in performing their duties. Therefore, enhancing self-efficacy should be the main focus in professional development programs at schools to ensure that every teacher can achieve their best potential in educating students.

5. The Influence of Principal's Transformational Leadership and Self-Efficacy on Teacher Performance

Based on the statistical analysis results from the F-test shown in Table 4, a significance value (Sig) of 0.000 and an F-value of 900.437 were obtained. Since the Sig value of $0.000 < 0.05$ and the calculated F-value is greater than the critical F-value ($900.437 > 3.13$), it can be concluded that H_0 is rejected and H_1 is accepted. This indicates a significant simultaneous influence of the variables Transformational Leadership (X1) and Self-Efficacy (X2) on Teacher Performance (Y). It is also known that the Adjusted R^2 value is 0.879, meaning that the influence of the independent variables (X1 and X2) on the dependent variable (Y) is 87.9%. This percentage indicates that the variables Transformational Leadership and Self-Efficacy together contribute 87.9% to Teacher Performance. The remaining 12.1% is influenced by other factors outside the scope of this study, which were not analyzed further. These findings show that 87.9% of the variation in teacher performance can be explained by the two independent variables simultaneously.

The interactionist perspective in organizational psychology can explain this phenomenon, which states that an individual's behavior and performance result from the interaction between various internal factors (such as self-efficacy) and situational factors (such as leadership style) (Lewin, 1935; Schneider, 1983). In this context, the transformational leadership of the principal creates a conducive environment and encourages motivation, which in turn can strengthen teachers' belief in their abilities (self-efficacy), synergistically enhancing their performance. The relationship between the variables is positive and quite strong, indicating that changes in the independent variables can lead to changes in the dependent variable. Therefore, it can be stated that both variables provide relevant information for predicting Teacher Performance in schools. Although research on the simultaneous influence of principal transformational leadership and self-efficacy on teacher performance is still limited, the findings of this study provide a significant new contribution to efforts to develop teacher professionalism. These findings fill a gap in the literature by showing that the combination of an inspirational leadership style and a strong level of self-efficacy can significantly improve teacher performance. Thus, this conclusion can serve as a foundation for school development policies and more effective training programs for educators.

6. Research Limitations

This study has several limitations, including its focus on a single research location (SMP Negeri 1 Tomohon), which limits the generalizability of the results to other school contexts. In addition, the use of a survey method with self-report questionnaires may potentially introduce response bias.

V. CONCLUSIONS

Based on the findings of the study on the influence of transformational leadership of the school principal and self-efficacy on teacher performance at SMP Negeri 1 Tomohon, several conclusions can be drawn:

1. Transformational leadership by the principal has a significant effect on improving teacher performance. Principals who are able to provide inspiration, motivation, and individual attention to teachers create a positive and conducive work environment. This impacts teachers' work enthusiasm, creativity, and commitment in carrying out their professional duties.

2. High teacher self-efficacy proves to be an important factor in determining the quality of their performance. Teachers who have confidence in their abilities are more motivated, persistent in facing challenges, and more innovative in developing effective and enjoyable teaching methods for students.

3. Together, the transformational leadership of the principal and teacher self-efficacy provide a significant positive contribution to improving teacher performance. The synergy between inspirational leadership and strong self-confidence creates a dynamic, professional academic atmosphere oriented toward improving the quality of learning.

Thus, this study is expected to serve as a foundation for efforts to improve teacher professionalism and the quality of education at SMP Negeri 1 Tomohon, as well as a reference for developing more effective and sustainable educational policies.

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